Examiners' Report
Lead Examiner Feedback

January 2022

Pearson BTEC Nationals
In Uniformed Protective Services (40888M)
Unit 2: Behaviour and Discipline in the Uniformed Protective Services

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at http://qualifications.pearson.com/en/home.html for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at http://qualifications.pearson.com/en/contact-us.html

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:
http://qualifications.pearson.com/en/support/support-for-you/teachers.html

You can also use our online Ask the Expert service at https://www.edexcelonline.com
You will need an Edexcel Online username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

January 2022
Publications Code 40888M_2201_ER
All the material in this publication is copyright
© Pearson Education Ltd 2022

Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:
http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html

Awarding BTEC qualifications in 2022

Ofqual has set out their plans for awarding qualifications in 2022 and intend to return to a normal, pre-pandemic, approach to grading standards over by 2023. They have confirmed that 2022 will be a transition year, to reflect that we are in a pandemic recovery period and students' education has been disrupted.

Our guiding principle and approach to awarding BTEC qualification results in 2022 will be to ensure parity in relation to the approach being taken for GCSE and A level learners. BTEC courses have a different structure and design to academic qualifications - BTECs are modular

qualifications (with assessments taking place throughout the course) compared to GCSEs and A levels which are linear (assessed and awarded at the same time at the end of the year), and therefore our approach needs to be different.

In 2022 we will return to the usual method of calculating BTEC qualification results, however adaptations including, U-TAGs and reduced internal assessment, are in place to provide a comprehensive package of support for students.

The basis of our awarding approach to BTECs this year is to ensure it is as fair as possible for all learners. We will use a range of evidence to set grade boundaries for the external units. Part of this evidence will be to closely monitor learner performance in all assessments that contribute to learners' final qualification grade, to ensure parity with A level and GCSEs.

Further information can be found on our website and via our Social Media channels.

Unit Code: Behaviour and Discipline in the Uniformed Protective Services

Grade	Unclassified	40888M			
		N	P	M	D
Boundary Mark	**0**	**20**	**28**	**36**	**45**

Introduction

This report has been written by the Lead Examiner for Unit 2 Behaviour and Discipline in the Uniformed Protective Services. It is designed to help you understand how learners performed overall in the exam. For each question there is a brief analysis of learner responses. You will also find example learner responses from Level 3 Pass, Merit and Distinction learners. We hope this will help you to prepare your learners for future examination series.

Introduction to the Overall Performance of the Unit

This was the first examination series for Unit 2 Behaviour and Discipline in the Uniformed Protective Services. It is recognised that centres and learners have faced a challenging time, so it was pleasing to see the vast majority of learners attempted all of the questions, showing a good understanding of behaviour and discipline in a range of protective service settings.

A range of responses were found that met the Pass, Merit and Distinction descriptors, and application skills were used well. This was particularly evident where learners were able to apply the information in the scenarios provided, giving context to their answers. It was also pleasing to note that many of the learners showed a good understanding of the psychological theories tested in this series, which enabled them to fully understand the longer marked questions.

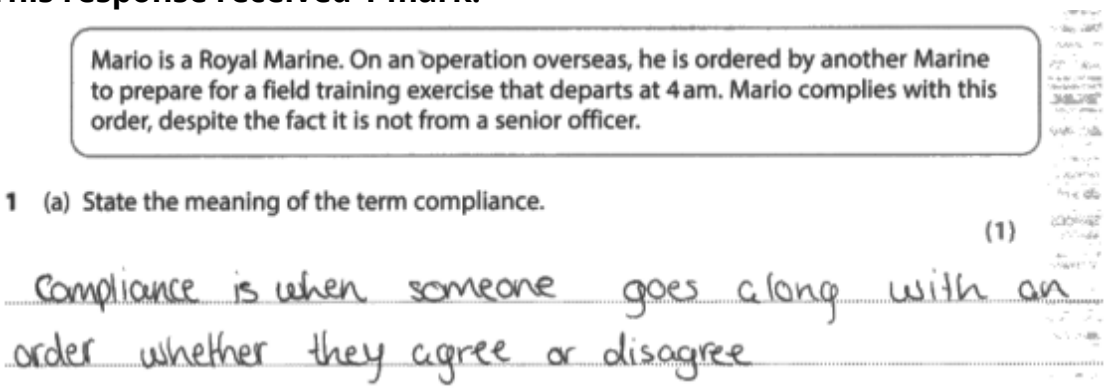
It is important to note that examination technique is an area for development. Some learners did not fully explain their answers, particularly on the shorter responses, and therefore failed to access the full range of marks. In preparing learners for the exam, it is very important that centres ensure the level of demand expected for command verbs are fully understood, as well as ensuring that the content within the specification is fully addressed. Centres are encouraged to review the materials provided on the Pearson website regularly for updates. Particular attention should be given to the more recent resources that include an additional materials document and a glossary of terms. These can both be found in the teaching materials section of the web site:
https://qualifications.pearson.com/en/qualifications/btec-nationals/uniformed-protective-services-2020.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-material

Individual Questions

Section A The questions in this exam are based around the contexts given in the scenarios, and learners are expected to apply the knowledge that they have gained about the principles of behaviour and discipline to the contexts that they are given within each paper.
Each section of the paper focuses on a different uniformed protective service. In this exam, section A focused on the Royal Marines. It was evident from the responses given that learners were familiar with this service which meant that they were better able to engage with the context. Providing learners with knowledge and experience of a variety of uniformed protective services as part of their preparation for this exam is an important element as it ensures that they are able to understand the context of the scenarios.

Question 1a
This question required learners to understand the difference between compliance and obedience. Most learners were able to identify that compliance required the following of an order. Some were also able to confirm that the person complying did not necessarily agree with the order but continued to follow it, as in the example below. The most effective answers identified that the order did not necessarily need to be from a person in authority.

This response received 1 mark.



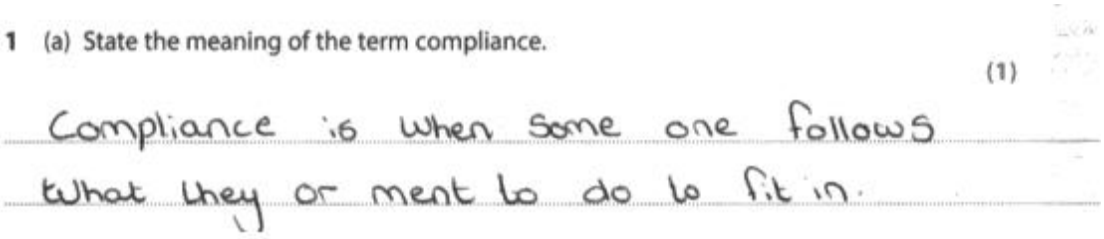
Mario is a Royal Marine. On an operation overseas, he is ordered by another Marine to prepare for a field training exercise that departs at 4 am. Mario complies with this order, despite the fact it is not from a senior officer.

1 (a) State the meaning of the term compliance.

(1)

Compliance is when someone goes along with an order whether they agree or disagree

This response received 0 marks as it states the meaning of conformity rather than compliance.


1 (a) State the meaning of the term compliance.

(1)

Compliance is when some one follows what they or ment to do to fit in.

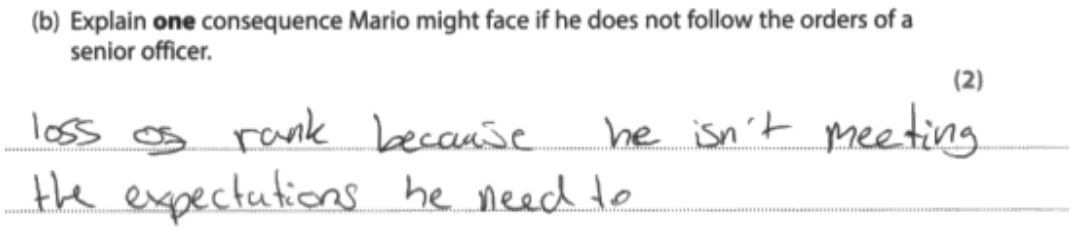
Centres are reminded that, as part of the teaching and learning for this unit, learners must understand the difference between the key psychological terms studied. In this instance, understanding the difference between compliance, conformity and obedience was important. A glossary of terms is available on the website to support learners in understanding the differences. This is also contained in the additional guidance booklet.

Question 1b

Almost all learners were able to give a consequence of not following orders, achieving 1 mark. The most common examples included demotion, loss of pay, attendance at a disciplinary. Some learners chose to focus on loss of respect. The second mark required the learner to expand on the consequence.

This question provided a good example of where learners lost marks if they did not accurately apply exam technique. As an ***explain*** question, learners should offer a consequence as well as expanding their reasoning. It is important that learners are taught the different level of response expected for each command verb as part of their exam preparation. Most responses achieving two marks offered a consequence and explained why it was a suitable consequence.

This response received 2 marks. 1 mark for loss of rank and 1 mark for failing to meet expectations.


(b) Explain **one** consequence Mario might face if he does not follow the orders of a senior officer.

(2)

loss of rank because he isn't meeting the expectations he need to

Some learners offered a consequence with a description which was also credited.

This response received 2 marks. 1 mark for being reported and 1 mark for loss of job as a consequence of being reported.

(b) Explain **one** consequence Mario might face if he does not follow the orders of a senior officer.

(2)

Senior officer might report him for not being compliant and then he could get disciplined or fired.

It is important that, as part of exam preparation, learners are taught that rewording or rewriting a question will not attract any marks.

This response received 1 mark for a decrease in pay. The expansion given is not creditable as it is a rewording of the question.

(b) Explain **one** consequence Mario might face if he does not follow the orders of a senior officer.

(2)

His pay might decrease as they will think he can't follow orders.

Question 1c

This question required the learners to identify a situation where Mario could question orders. This was mostly answered very well by learners, who were able to recognise that this question was referring to situations where you would need to whistle blow or report on your commanding officer. A very common answer was one that discussed potential innocent casualties, or a risk of safety to the unit. As the command verb used here is ***describe***, learners also needed to expand on their answer to achieve the second mark.

This response received 2 marks. 1 mark for potential harm to civilians and 1 mark for a consequence (possible charge of murder).

(c) Describe a situation when it would be appropriate for Mario to question the orders of a senior officer.

(2)

If he thinks that it may harm other civilians which could lead to him getting charged with murder etc...

Many responses referred to the Geneva Convention in their response, which was a particularly good answer. **This response received 2 marks.**

(c) Describe a situation when it would be appropriate for Mario to question the orders of a senior officer.

(2)

A situation where it would be appropriate for Mario to question the orders of a senior officer would be if the orders were morally wrong, forcaleing the Geneva Convention or could hurt him or his team members unnecessarily ~~unnessar~~.

This response received 1 mark. A reason was given, however no expansion was offered for the second mark.

(c) Describe a situation when it would be appropriate for Mario to question the orders of a senior officer.

(2)

One situation where it would be appropriate to question the orders of a senior officer would be if he was given an order that put people's lives at serious risk.

Some learners gave answers that suggested Mario could question the order if they did not know or understand what to do. In the context of this unit, learners should be taught that questioning orders relates to the need for Mario to raise concerns about the actions of his commanding officer. It is not related to a need for Mario to ask questions to better understand the situation. This reflected a misunderstanding on the learner's part of the context of the word 'question' and was not credited.

This response received 0 marks.

(c) Describe a situation when it would be appropriate for Mario to question the orders of a senior officer.

(2)

If they are new and dont know how to quite do their Job yet, like they dont know where Something is or how to do Something new.

Question 2

This question was very well answered by learners, where most were able to identify two extrinsic rewards that Mario could potentially be given. The most common types of reward offered involved medals, promotions, or extended leave. Similarly to question 1b, learners who missed out on marks here did not expand their questions effectively. It is important that learners are aware that a question with an ***explain*** command verb requires an expansion on the example of a reward given.

This response received 4 marks.

In the first answer, 1 mark is awarded for identification of a medal. 1 mark is awarded for 'doing his job reliably'. In the second answer, 1 mark is awarded for promotion. The second mark is awarded for recognition that this will lead to more respect.

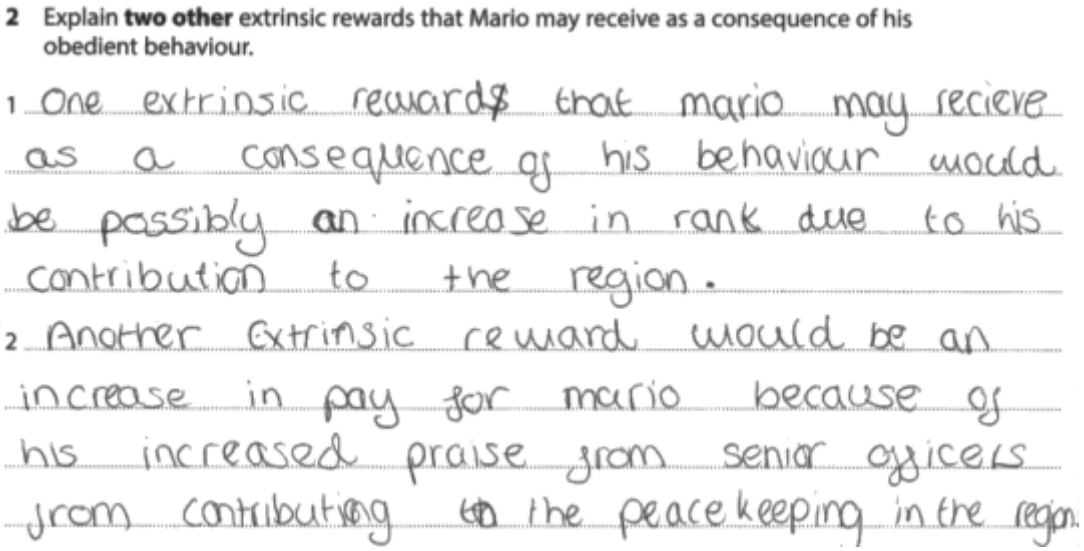
Mario is ordered to join a team who are supporting the training of local soldiers. He is praised by senior officers for his contribution to peacekeeping in the region.

2 Explain **two other** extrinsic rewards that Mario may receive as a consequence of his obedient behaviour.

1 Mario may earn a medal / badge for his contribution to peacekeeping to show that he is capeable of doing his job reliably.

2 He may also become a higher personell within his unit meaning that he will earn more respect from everyone around him.

This response received 2 marks.
1 mark for promotion and 1 mark for increase in pay. Neither expansion wasgiven marks as they were repeats of the information in the scenario.


2 Explain **two other** extrinsic rewards that Mario may receive as a consequence of his obedient behaviour.

1 One extrinsic rewards that mario may recieve as a consequence of his behaviour would be possibly an increase in rank due to his contribution to the region.

2 Another extrinsic reward would be an increase in pay for mario because of his increased praise from senior officers from contributing to the peacekeeping in the regon.

Question 3
This was the first question on the paper to specify a psychology theory that needed to be used to explain behaviour in the context of the scenario. The learner should firstly explain the study conducted by Solomon Asch. This study is covered in more detail in the additional guidance document. The learner should then summarise the findings from the study. These findings should then be applied to Leonard. The learner should conclude that Leonard is likely to conform to the social norms of the new group.

Learners who did not understand the theory were only able to gain marks if they accurately explained the general principles of conformity. These answers tended to be limited to mark band 1. Centres are reminded that learners must be familiar with the full range of theories covered in the specification for unit 2 to ensure that they are able to engage with all questions on the paper.

The following response received 5 marks.
The learner correctly identifies that Leonard is more likely to conform. This is linked to the principle of wanting to fit in and then linked back to the scenario. This is very good practice as it shows that the learner is applying knowledge to the context. There must be evidence of application to context to achieve higher marks so the learner has met this requirement.

The learner then gives examples of the types of subjective norms that Leonard may conform to, providing further evidence of their understanding

(e.g. drinking alcohol). Ash's paradigm is then briefly mentioned at the end of the response but this is not linked back to Leonard. Sufficient evidence is given to place this answer in mark band 3 as the learner has demonstrated accurate knowledge and understanding of Asch. This is applied to Leonard and there is clear evidence of links between the theories of conformity and the scenario. A learner achieving full marks here would be expected to provide a more detailed description of the findings from Asch's experiment.

Leonard, an experienced Royal Marine, is transferred to the unit.

He is keen to make a good impression so that he can adapt quickly to his new unit, even though it operates differently to his previous one.

3 Discuss how joining a new unit could affect Leonard's willingness to conform. conformity 3 lines.

Refer to Asch's paradigm in your answer.

By joining a new unit Leonard's willingness to conform will increase. Just like when you are a child you will do anything to fit in, it works the same as you grow older. For example, if a week into being in the new unit he still hadn't made any friends, or spoken to many people, Leonard would conform into that unit's subjective norm. In this example, it's them drinking every night, even Leonard doesn't drink alcohol, he would show conformity to what everyone else was doing so he didn't feel left out, even if it was wrong. This relates to Asch's paradigm because the subject in that experiment would always conform to what everyone else's answers were, even though they were wrong. It wasn't ~~until~~ untill someone else joined the group that didn't agree with everyone else, did the subject then change their views.

(Total for Question 3 = 6 marks)

The following response received 3 marks.

The process of Asch's experiment has been correctly explained. This has been linked to Leonard however the link is very brief. The learner has correctly stated that Leonard is more likely to conform. The remainder of the response is a repeat of the scenario.

When answering questions that refer to specific theories, it is the findings of those studies that are the most important part. Understanding the findings will enable the learner to properly apply these to the protective service context given in the scenario. The additional guidance covers all theories included in the specification for unit 2 in detail.

3 Discuss how joining a new unit could affect Leonard's willingness to conform.

Refer to Asch's paradigm in your answer.

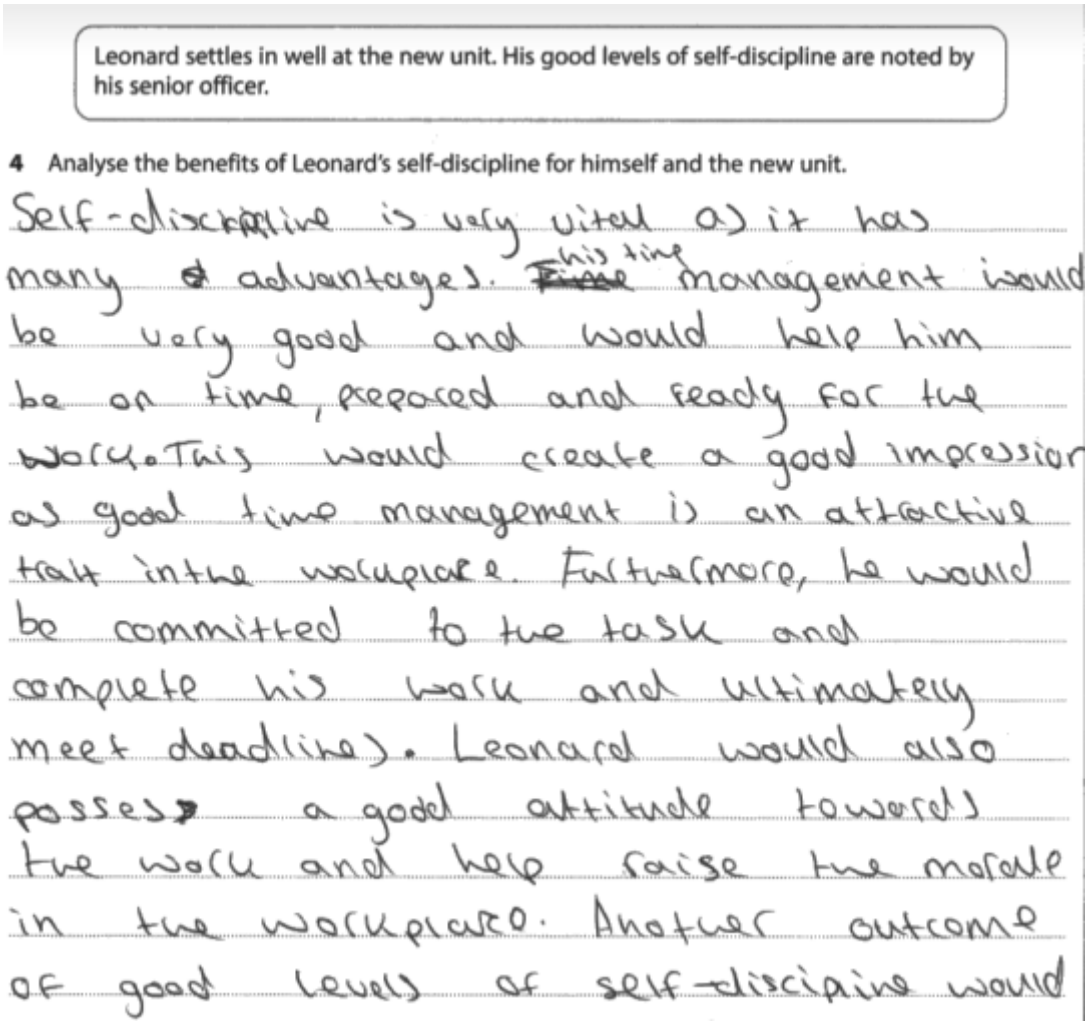
Asch's paradigm was a social experiment to see the effects of conformity. Asch staged a group of people in a room with one person unaware of the study. They got asked a series of questions and always made sure that the one participant never answered first. They were simple questions but everyone deliberately answered the question wrong to see if the participant would conform and answer it wrong too. The majority of people did conform. Due to this study it shows that Leonard ~~would~~ will conform to the group because he wants to make a good impression and make the new unit like him

Question 4

This question asked learners to analyse the benefits of self-discipline. It is important that learners are aware of the requirements for an ***analyse*** command verb so that they can fully access the range of marks available for this question. In this instance, to achieve a mark in mark band 3, learners need to give examples of self-discipline then explain why these are of benefit to Leonard and to the team. If a learner produces an answer that displays a well-developed and logical analysis, this will demonstrate achievement in mark band 3 even if they have only discussed benefits for either Leonard or the unit and not both.

The following response received 8 marks.

Although the learner has focused mostly on the benefits for Leonard without discussing the benefits to the unit, it is a well-developed response that meets the descriptors for an answer in mark band 3. It is a mostly accurate response that demonstrates well developed analysis. The learner links elements of self-discipline with the benefits for Leonard.



Leonard settles in well at the new unit. His good levels of self-discipline are noted by his senior officer.

4 Analyse the benefits of Leonard's self-discipline for himself and the new unit.

Self-discipline is very vital as it has many advantages. His time management would be very good and would help him be on time, prepared and ready for the work. This would create a good impression as good time management is an attractive trait in the workplace. Furthermore, he would be committed to the task and complete his work and ultimately meet deadlines. Leonard would also posses a good attitude towards the work and help raise the morale in the workplace. Another outcome of good levels of self-discipline would

be the way ~~Leonard~~ Leonard presents himself, he would ~~have~~ always have the correct uniform ~~of~~ to present himself proffessionell and ~~&~~ this would show that he is prepared for his job. Also, he would ~~not~~ have good attendd ~~to~~ ~~st~~ which shows his determinattion and willingness to learn and be present

Self-Disciplin
~~All of those~~ would ultimatly help Leonard become familiar with the new unit and also create a good impression on the authorities and colleagues.

The following response received 3 marks.

The learner has not given examples of self-discipline but has provided examples of the benefits for both Leonard and the unit. The answers are not developed responses so the response is given a mark at the top of mark band 1.

4 Analyse the benefits of Leonard's self-discipline for himself and the new unit.

Leonard's self disapline might increase his possibility for promotion in his unit. this would also mean a pay rise and more free time.

His self disapline will help his unit see how other units look and behave. this will give them a referance point for what they should be trying to achive.

Other members of Leonards new unit ~~wet~~would see how ~~sir~~senior officers praise him, this would most likly cause more of his unit to work on self disapline so they can have more liberties from ~~these~~ their higher-ups.

Leonard's self disapline would most likly have an all-round positive responce ~~to the unit~~. with the unit, making it a more effective team.

Section B

This section of the paper focused on the police as the uniformed protective services. The answers demonstrated that this is a service where the learners are confident in answering questions and were able to provide excellent answers that applied the theories well to the scenarios given.

Question 5a

This question asked learners to name the type of obedience displayed in the scenario. Some answers confused this with conscious obedience. It is important that learners can distinguish between conscious, unconscious and blind obedience.

This response received 1 mark.

Alina is a police officer, working in a city centre station. She is given instructions by her senior officer that she must report to the station 30 minutes early on her next shift to attend a briefing. She obeys this order.

5 (a) Name the type of obedience displayed by Alina.

(1)

blind obedience

This response also received 1 mark. As the command verb in this questions is ***name***, there is no need for the learner to expand on their answer.

(1)

blind obedience, she followed an order without question or a single thought

Question 5b

This question required learners to identify a negative feature of blind obedience and then expand their answer by explaining why it was a negative feature. There were some excellent answers for this question, where learners focused on issues relating to the fact that Alina will not think for herself. Of those who did identify this issue, they went on to consider that Alina could follow an unlawful order without realising. Responses receiving no marks tended to define blind obedience rather than a negative feature.

This response received 2 marks. 1 mark for following an order and 1 mark for the consequence of following that order.

(b) Explain **one** negative feature of this type of obedience.

(2)

She may follow an order from someone that is not correct and get disciplined for it.

This response received 2 marks. 1 mark for recognising that blind obedience means the action is done without thinking, and 1 mark for stating that she might obey an order that isn't right.

(b) Explain **one** negative feature of this type of obedience.

(2)

she might obey an order that isn't right, without thinking.

This response received 1 mark. The learner has recognised that a negative feature of blind obedience is the action is done without thinking.

(b) Explain **one** negative feature of this type of obedience.

(2)

You dont fully realise you are doing the order.

Question 5c

This question required learners to give two reasons why rules and regulations are necessary, and then provide an expansion that explains why that reason is valid. There was a wide range of valid responses that showed a good understanding of the role of the police service. This included reference to preventing corruption, acting as good role models and ensuring efficiency.

This response received 4 marks.

1 mark for maintaining rank structure and 1 mark for explaining if people didn't follow the rules the service wouldn't be efficient. 1 mark for the reason that tasks are done up to standard and 1 mark for explaining that if they didn't there would be limited trust in the service.

(c) Explain **two** reasons why rules and regulations are necessary in the police.

(4)

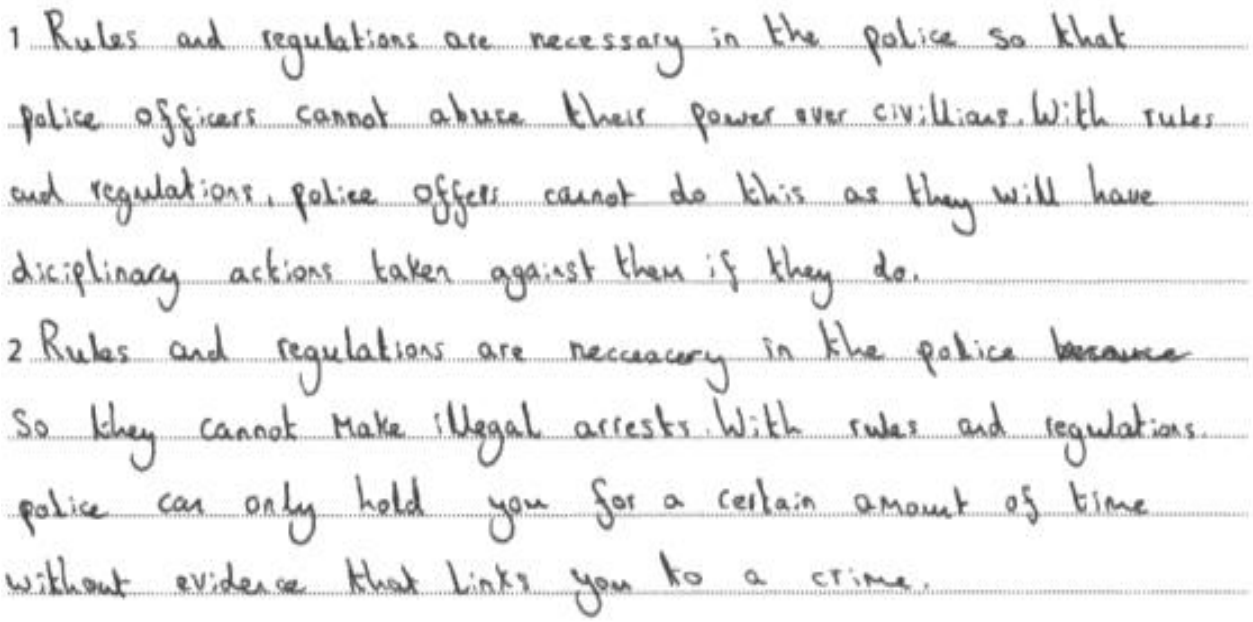
1 maintain rank structure = if people dicht follow the rule of obeciience to meir authority the service wouldnt be effigent

2 So tasks are deeft done aickly + up to standard = if there was no rules people arent likely to complete tasks to a nigher standard which men means there would be limited trust in the service.

(Total for Question 5 = 7 marks)

This response received 2 marks.

1 mark for identifying that rules are needed so police officers cannot abuse their power. I mark for expanding: as they would face disciplinary actions. They cannot make illegal arrests was not awarded as it links to the same point on the mark scheme as the above answer (abuse of power). Learners are required to show a range of understanding on this style of question and should be taught to provide a variety of answers to demonstrate their wider understanding.


1 Rules and regulations are necessary in the police so that police officers cannot abuse their power over civilians. With rules and regulations, police offers cannot do this as they will have diciplinary actions taken against them if they do.

2 Rules and regulations are neccesary in the police because So they cannot Make illegal arrests. With rules and regulations. police can only hold you for a certain amount of time without evidence that links you to a crime.

Question 6a

This question required learners to show understanding of the role of the IOPC in overseeing complaints made regarding police conduct. Most learners were able to identify the role, whereas fewer learners were able to expand on their identification in order to achieve the second mark. Where the second mark was awarded, it tended to focus on issues such as confirming that the police acted lawfully or investigating evidence.

This response received 2 marks.

1 mark for stating that they investigate allegations of police misconduct. 1 mark for giving a reason for investigation (if the powers were used according to law).

Alina is out on patrol with a colleague when they witness a robbery. They approach the suspect and begin to question them.

The situation escalates resulting in the suspect assaulting Alina, who restrains and arrests them.

The suspect makes a complaint that they were treated unfairly by the police officers.

6 (a) Describe the role of the Independent Office for Police Conduct (previously IPCC).

(2)

Their Role is to investigate allegations of Police misconduct, For example, in this situation the IPCC will investigate if the Powers the police used were fair, sufficant and according to law

This response received 0 marks. It refers to the role of a police officer rather than the IOPC.

6 (a) Describe the role of the Independent Office for Police Conduct (previously IPCC).

(2)

An Ipcc role is to protect the public from anything that may happen on a street, they patrol certain areas.

Question 6b

This question required learners to understand and apply the principles of the reactionary gap. As a 3mark question, it required learners to define the term reactionary gap (a distance between Alina and the suspect), explain the consequence of a reactionary gap (allow Alina time to react) and give a further expansion that suggests how this would prevent Alina from being injured (she could deploy reasonable force).

In preparing for this exam, it is important that learners are taught to check the number of marks allocated to a question so that they can be sure of the level of detail required in their answer.

This response received 3 marks.

1 mark for identification of a safe distance. 1 mark for explanation that this would allow more time. 1 mark for suggestion that this will allow Alina to draw the tazer if she sees the suspect becoming violent.

(b) Explain how using a reactionary gap could prevent Alina from being injured by a suspect in the future.

(3)

A reactionary gap is the safe distance someone should stand from the suspect. Having applied this Alina ~~could~~ in the futur would have more time to draw the tazer if she sees the suspect getting violent and or keep the suspect calm for longer.

(Total for Question 6 = 5 marks)

This response received 2 marks.

1 mark for identifying that Alina will be further away. 1 mark for explanation that this will give Alina more time to react.

(b) Explain how using a reactionary gap could prevent Alina from being injured by a suspect in the future.

(3)

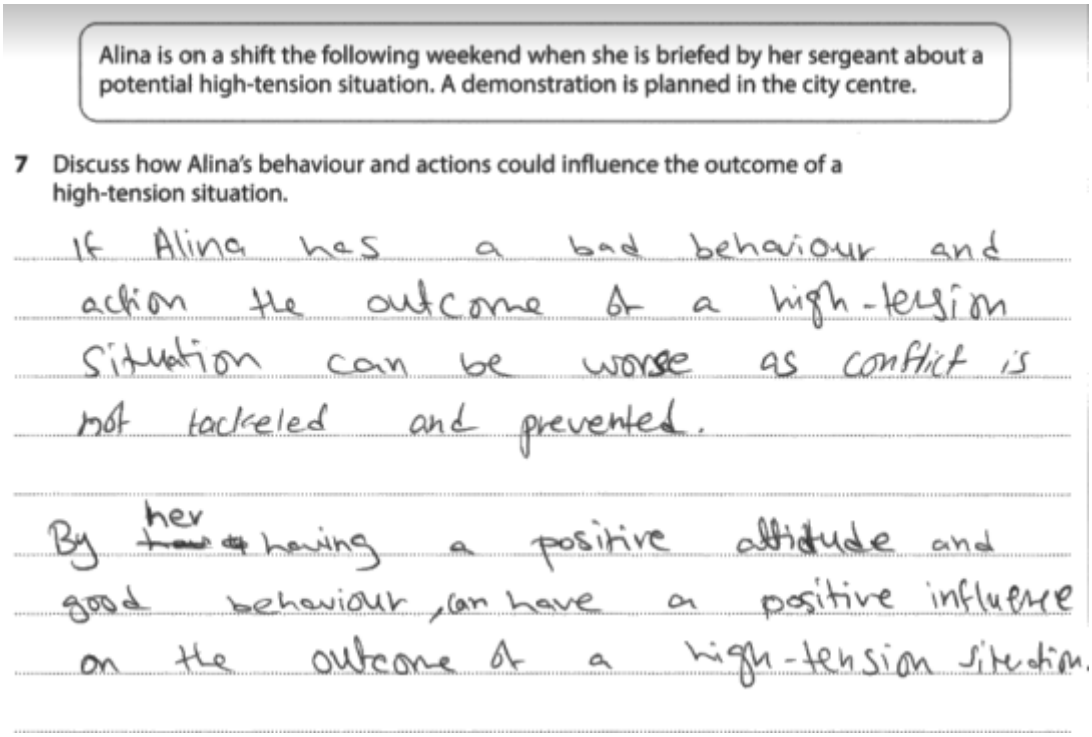
A reactionary gap could help to prevent Alina from being injured as the further away you are from the suspect the longer you have to react to ~~them~~ their actions.

Question 7

This question required learners to consider the ways in which Alina could use different methods of communication to influence a high-tension situation. Many learners focused purely on Alina's demeanour and the need to remain calm. Answers attracting higher marks were able to draw on a range of different communication styles that included tone of voice and non-verbal methods such as eye contact.

The following response received 5 marks.

The learner starts by stating the need to prevent conflict. A well-developed point is raised about use of communication skills, with examples. Body language is also given as a way to diffuse the situation. Later on, the response includes non-aggressive voice, pitch and appropriate humour. All creditable points that are relevant to the situation. This is an example of a well-developed response that includes mostly accurate and detailed knowledge. It is logical, covering a range of different aspects of communication. It has been applied well to the scenario. It therefore meets most of the descriptors for mark band 3.

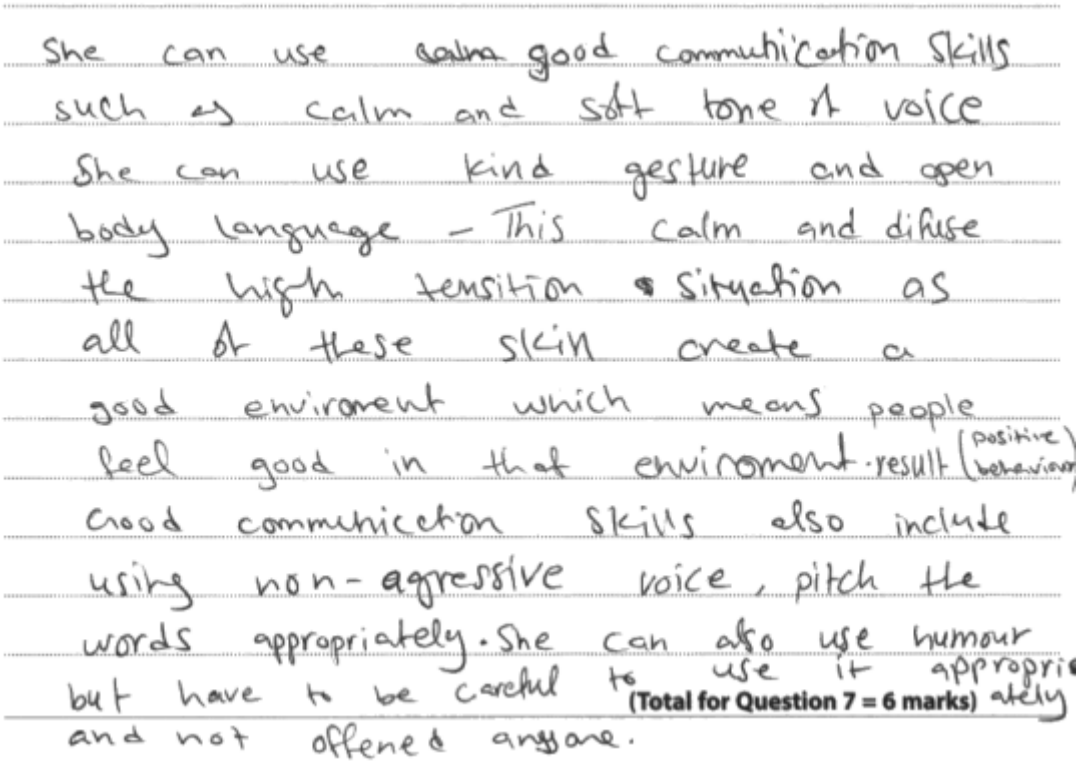


Alina is on a shift the following weekend when she is briefed by her sergeant about a potential high-tension situation. A demonstration is planned in the city centre.

7 Discuss how Alina's behaviour and actions could influence the outcome of a high-tension situation.

If Alina has a bad behaviour and action the outcome of a high-tension situation can be worse as conflict is not tackeled and prevented.

By her ~~how~~ having a positive attitude and good behaviour, can have a positive influence on the outcome of a high-tension sitedion.



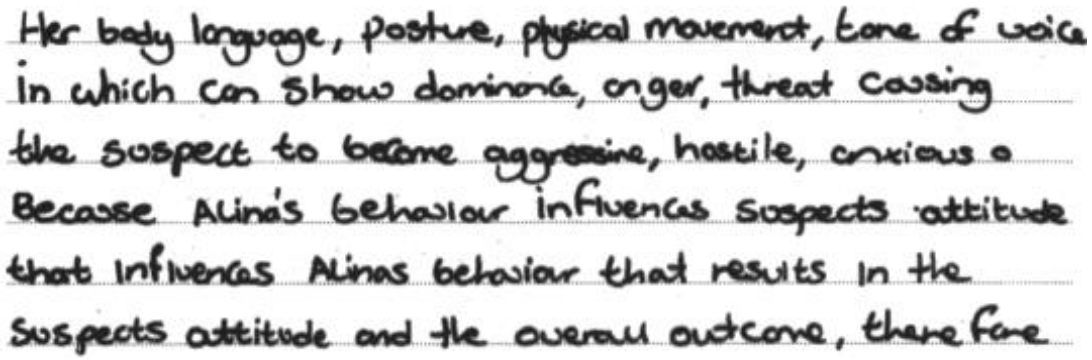
She can use calm good communication skills such as calm and soft tone of voice She can use kind gesture and open body language - This calm and difuse the high tension situation as all of these skill create a good environent which means people feel good in that environent. result (positive behaviour) Good communication skills also include using non-aggressive voice, pitch the words appropriately. She can also use humour but have to be careful to use it appropriately and not offened anyone.

(Total for Question 7 = 6 marks)

The following response received 4 marks.

The learner highlights the key actions that could be used to diffuse the high tension situation (body language, posture, physical movement, tone of voice) and explains how these could influence the situation. There is also reference to active listening. Some accurate knowledge is demonstrated and links are made to the situation. The response is not well developed enough for mark band 3 This answer has explained the key actions needed but has not linked them to an explanation of how they would help diffuse the situation.

7 Discuss how Alina's behaviour and actions could influence the outcome of a high-tension situation.



Her body language, posture, physical movement, tone of voice in which can show dominance, anger, threat causing the suspect to become aggressive, hostile, anxious e Because Alina's behaviour influences suspects attitude that influences Alinas behaviour that results in the suspects attitude and the overall outcome, therefore

If Alina had opend her stance, body language, postue with hands out of pockets this would increase the suspects calmness and begin to difuse the high tension situation along with using active listening to find out what caused the situation to unfold resulting in a calm resolution.

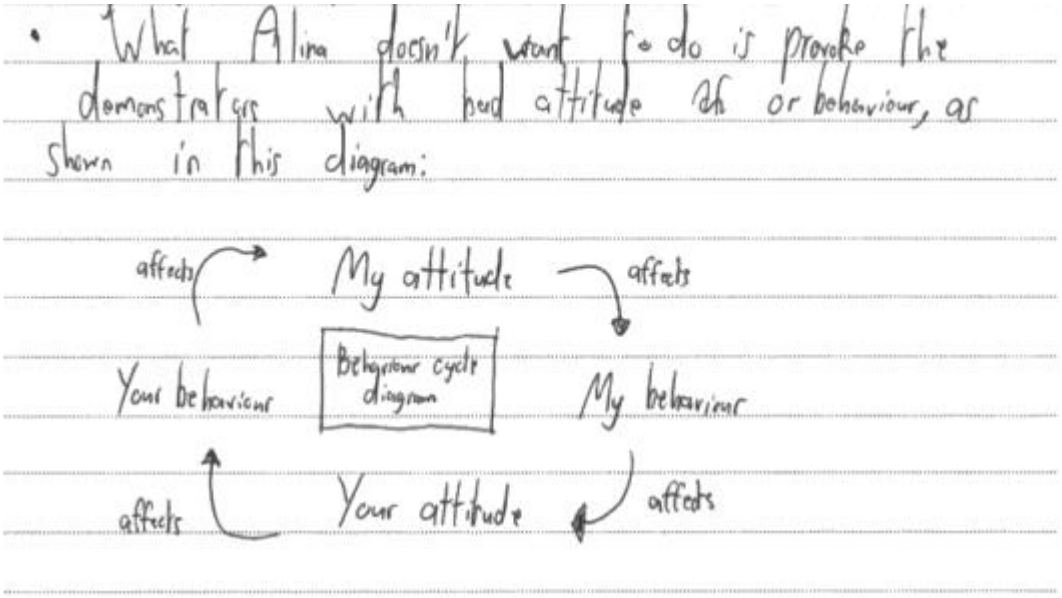
The following received 3 marks.

The learner has considered the influence of Alina's behaviour on the protestors. There is reference to remaining calm and using a positive attitude. These are not developed enough to allow a mark outside of mark band 1.

Although the attitude-behaviour cycle was not specifically mentioned in the question, it was relevant to the scenario and was therefore credited. Learners should be reminded that where a specific theory is needed in a question, this will be made clear in the question itself.

7 Discuss how Alina's behaviour and actions could influence the outcome of a high-tension situation.

- Through the use of the behavioural cycle theory, Alina's attitude on that day will influence her behaviour, and her behaviour will influence other peoples behaviours.
- With that being said, the outcome of a high tension situation depends on how she acts towards the demonstrators. If Alina is calm and collected, shows good composure, has a positive attitude, good verbal communication, and in control, she may be able to ease of the high tension situation outcome.



The following response received 2 marks.

The learner highlights the need for Alina to approach the situation in a non-threatening manner. There is also reference to the consequence of aggressive action by Alina. This illustrated isolated elements of knowledge and therefore is limited to mark band 1.

7 Discuss how Alina's behaviour and actions could influence the outcome of a high-tension situation.

If Alina came into a high tension Situation making threats and trying to arrest people, this will esulate the situation as people's flight or fight response will be triggered. This means that people would likely become a lot more aggressive to Alina. Therefore the Situation would be harder to deal with.

However, if Alina came into the high tension Situation calm and a none-threatening manner, this would de-esulate the Situation as people ~~ma~~ are likely to realise the police want to help and work out what is happening instead of ~~tryy~~ trying to arrest everyone. This would make the Situation easier to deal with.

Question 8

This question required learners to discuss the need to follow orders. Many learners were able to identify the fact that not following orders would undermine authority. Those who were able to identify a wider range of reasons, such as efficiency and consistency, were able to access the higher mark bands for this question because they tended to produce more well-developed points.

The following response received 5 marks.

The learner demonstrates detailed understanding through the developed points made. There is a logical discussion, and the theories are linked together. This meets the description for mark band 3.

Alina attends the planned demonstration to facilitate a peaceful protest, along with additional officers drafted in from other stations.

Alina is given orders by a sergeant from a different station and is reluctant to follow them as she feels that she is more familiar with the area.

8 Discuss the need for Alina to follow the orders of the sergeant.

Although the orders are ~~from~~ by a sergeant from a different station, Alina still needs to follow them. The reasons for this are that the sergeant is still her superior and she must respect the rank system, the sergeant will have given those orders for a reason and unless Alina feels they're morally wrong, she has a duty to carry out orders as a public service employee. The sergeant will be liasing with others and will have gaiged all information before making a decision. Alina feels she is more

familiar with the area but other officers from different stations have been drafted in, meaning that following orders regardless who from will make sure everyone is aware and there's no confusion. that is important if a high-tension situation does break out because if the officers aren't coordinated and all following the same plan, it's less likely to be a peaceful protest. Also, respect. **(Total for Question 8 = 6 marks)**

The following response received 2 marks.

The response contains isolated elements of knowledge (disobedient to a person in authority, she could be punished). This meets the description for mark band 1.

8 Discuss the need for Alina to follow the orders of the sergeant.

Because the sergeant is in a higher rank than Alina he knows more than her and is in position of authority and if she doesn't follow the orders she'll be disobediant to a person in authority and that could become a problem for her if the Sergeant was to complain about her to her Seniors and she could be punished

Section C

Section C focused on the work of the prison service as a uniformed protective service. Learners engaged well with this particular service and showed a good understanding of it in their work. Where learners are familiar with the service used in the scenario, they can apply this well to the questions.

Question 9a

This question asked learners to name the type of conditioning displayed in the scenario. It is important that learners can distinguish between classical and operant conditioning.

This response received 1 mark.

Bilal is a prison officer. As part of his role, he supports prisoners by running a rewards programme. This reinforces positive behaviour from the prisoners.

9 (a) Name the type of conditioning used by Bilal to encourage good behaviour from the prisoners.

(1)

Operant conditioning

Question 9b

This question required the learners to understand the concept of reinforcement, applying it accurately to the scenario. Most learners were able to identify that the prisoners would learn that positive behaviour led to rewards for 1 mark. Learners achieving 2 marks also identified that this would encourage the prisoners to keep performing in this way.

This response received 2 marks.

1 mark for stating that they get rewarded for it. 1 mark for stating that this means they are more likely to carry on doing it.

(b) Explain how reinforcement can influence positive behaviour in the prisoners.

(2)

If prisoners are being ~~rewarded~~ reinforced for positive behaviour, then they are more likely to carry on doing it as they they get rewarded for it.

This response received 0 marks.
The learner has not explained reinforcement.

(b) Explain how reinforcement can influence positive behaviour in the prisoners.

(2)

Because this will show prisoners that they're able to learn important life skills that'll help them with finding work and meeting new people.

(Total for Question 9 = 3 marks)

Question 10
This question required learners to understand Dweck's fixed mind set theory. The question asked them to identify two ways in which a fixed mind set would impact on Sam's behaviour. As the command verb used was ***explain***, learners needed to provide an expansion that linked their point to an impact on Sam in embracing the programme.

This response received 4 marks.
1 mark for 'believing they can't reach a goal'; 1 mark for saying 'so they never improve their ways'. 1 mark for 'Sam believes he isn't good enough'. 1 mark for saying 'he gives up easily'.
All four marks have been awarded even though they are all in answer 1.

One of the prisoners that Bilal is responsible for, Sam, has not made much progress since arriving at the prison.

Bilal is worried that if Sam fails to embrace the programme his behaviour and attitude may not improve.

10 Explain **two** ways a fixed mind set could impact on Sam's behaviour in embracing the rewards programme.

1 A fixed mindset person believes that they cant reach a goal so they never improve they ways, Sam most likely believes he isn't good enough so he gives up easily

2 Sam most likely doesnt care gor the programme as he is in prison, this isnt good because this can effect his mental health negatively which could lead to depression/ suicidie tloughts.

This response received 2 marks.

There were no marks in the first answer. In the second answer, 1 mark was given for saying that Sam will not be as motivated. And 1 mark for saying that people with fixed mind sets won't challenge themselves as much.

10 Explain **two** ways a fixed mind set could impact on Sam's behaviour in embracing the rewards programme.

1 keeping a fixed mindset and following the rules and might be set free a bit early for good behaviour.

2 people with fixed mindsets tend to not be as motivated, won't challenge themselves as much, Sam might have a change of heart one day and start improving.

Question 11a

This question required learners to explain two ways the discrimination could contribute to Bilal's stress. The first mark was given for an accurate way. The second mark required the learner to explain how the identified way could lead to stress.

This response received 4 marks.

1 mark for taking on more work to prove himself. 1 mark for the workload leading to exhaustion. In the second example, 1 mark was given for negative thoughts ('beating himself up'). 1 mark for trying to justify their actions.

Bilal has a disability and has realised recently that he is displaying symptoms of stress.

Bilal worries that he is being discriminated against by one of his line managers and that he is being overlooked for promotion because of his disability.

11 (a) Explain **two** ways the discrimination Bilal believes is happening could contribute to him feeling stressed.

(4)

1 He could be taking on more work to prove he is good at his job despite his characteristics and be exhausting himself.

2 He could also be beating himself up trying to justify their actions and this could cause him undue stress.

This response received 2 marks

A mark was given in each response. 1 mark for 'make him overthink and worry'. And 1 mark for 'could make him doubt himself'.

11 (a) Explain **two** ways the discrimination Bilal believes is happening could contribute to him feeling stressed.

(4)

1 It could make him overthink and then worry.

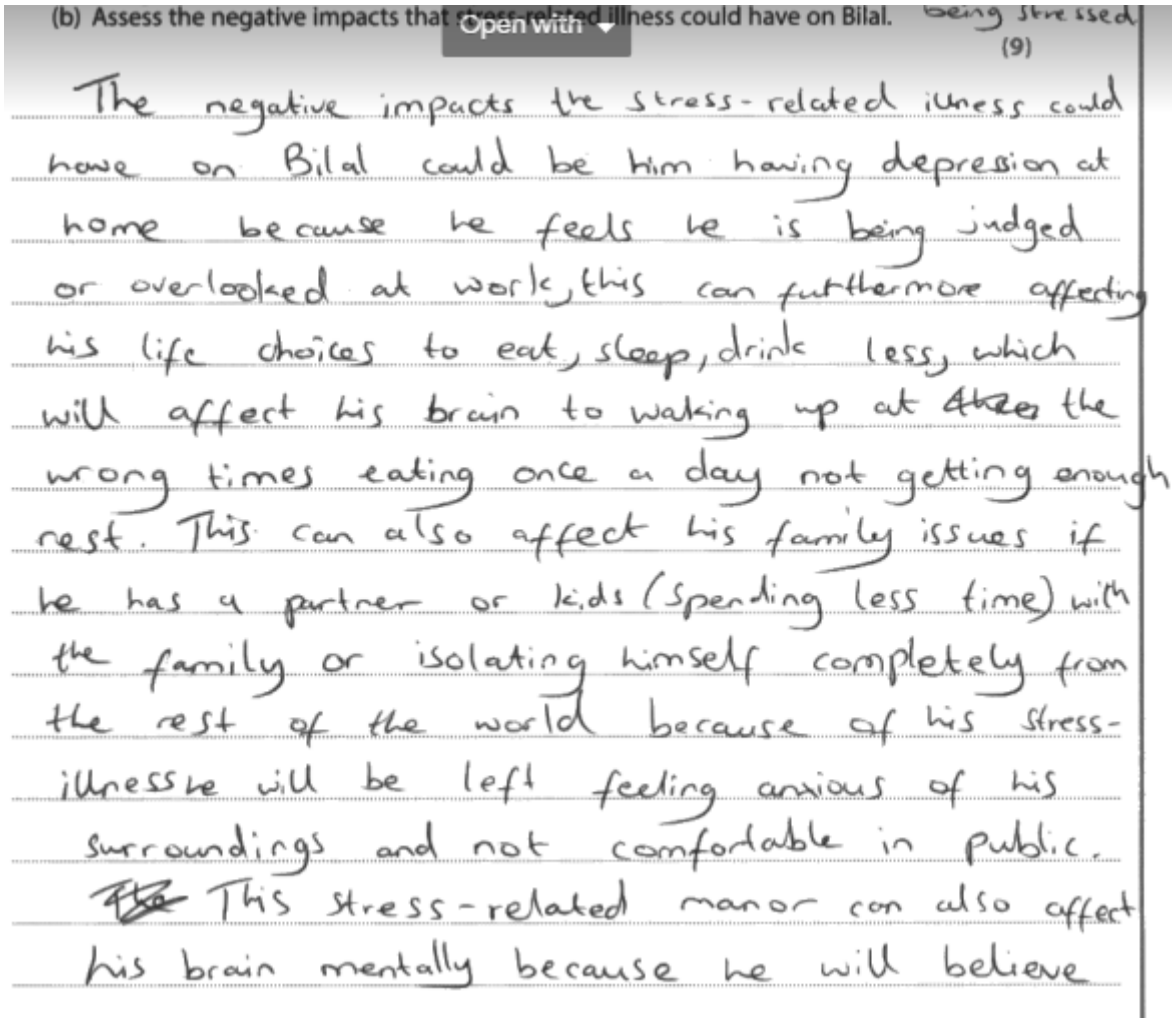
2 It could also make him doubt himself.

Question 11b

In this question, the command verb used was ***assess***. This command verb requires the learner to present a careful consideration of factors and make a judgement. In this question, learners were expected to present the varied factors linked to Bilal's stress, identify the potential impact on Bilal and make a judgement about what measures he could take. Learners who did not suggest ways that Bilal could manage the stress were unable to access mark band 3.

The following response received 8 marks.

The learner has provided a well-developed response that explains the impact of stress on Bilal. It goes on to explain the long-term effects of stress. The learner also identifies some measures that could be taken by Bilal to manage the stress including an NHS referral and daily exercise. The judgement is not complete, so it is given 8 marks rather than 9.



(b) Assess the negative impacts that stress-related illness could have on Bilal. being stressed

(9)

The negative impacts the stress-related illness could have on Bilal could be him having depression at home because he feels he is being judged or overlooked at work, this can furthermore affecting his life choices to eat, sleep, drink less, which will affect his brain to waking up at ~~three~~ the wrong times eating once a day not getting enough rest. This can also affect his family issues if he has a partner or kids (spending less time) with the family or isolating himself completely from the rest of the world because of his stress-illness he will be left feeling anxious of his surroundings and not comfortable in public. ~~The~~ This stress-related manor can also affect his brain mentally because he will believe

he isn't good enough for anything, or his motivation levels will be very low because he believes that maybe nobody at work likes him. Ways for Bilal to sort this out could be NHS-refering or even excercise daily to make himself feel good when he is lonely he won't only feel stressed out he will be more fit and healthier in a long-run of things. If matters become too serious Bilal could become suicidal and think his life his worthless which is not good for him and his family. Other signs and factors that Bilal could be dealing with heavy-stress is if he doesn't look after himself anymore for example the way he dresses is more scruffy or his hair looks unkept or unwashed. Or if he has very heavy eye bags means he hasn't been getting enough rest or even coming late to work could be simple signs to tell he is very Stressed out.

This response received 4 marks.

The learner demonstrates accurate knowledge about the impact of stress. Short and long-term impacts are considered. The points show some developed answers and links have started to be made between the impact and potential illnesses.

(b) Assess the negative impacts that stress-related illness could have on Bilal.

(9)

A negative impacts that Bilal may face includes sleep deprivation, This can put a strain on Bilals work, Home life, relationships and may even cause complications like insomnia. Another negative impact that Bilal may face is threats to his physical well-being due to problemos such as high blood pressure, Bilals physical health being at risk also may show cause for consern at work as Bail may become physicaly ~~deee~~ deemed as unfit, in a high pressure working enviroment with constant change Bailal may loose his position.

Question 12

This question required the learner to understand the findings of Bandura's Bobo Doll experiment. Where learners did have knowledge of the experiment, they were able to link the principle of social learning well to the situation in the prison. Learners applied the principles well, stating that the new prisoners would copy the behaviour of the existing prisoners. The question asks the learners to consider what Bilal could do about the changes in behaviour. Learners achieving high marks on this question were able to suggest ways in which Bilal could improve behaviour of the new prisoners, for example, by keeping them in separate wings, or using well behaved prisoners as role models.

Question 12 uses the command verb ***evaluate*** and therefore learners are expected to demonstrate that they can form a conclusion or come to a supported judgement, drawing on the strengths and weaknesses of the theory. Centres are reminded that it is important to teach learners the requirements of each command verb as part of their preparation for the exam.

The following response received 10 marks.

The learner starts by accurately explaining Bandura's theory. This is a well-developed answer because examples are given to support the definitions used by the learner. Reinforcement is also explained. The learner then links this to Bilal by suggesting ways that he could respond to the changes in behaviour. This shows a sustained and developed argument.

The learner then explains what happened in the Bobo doll experiment, showing accurate knowledge of the study. The learner then returns to reinforcement rather than linking the study therefore it is awarded a mark at the lower end of mark band 3. If there had been evidence that the learner had considered the strengths and weaknesses of the study, this would have achieved a higher mark.

Bilal receives a memo informing him that new prisoners will be integrated into the main wing of the prison.

Bilal notices that this changes the behaviour of the new prisoners.

12 Evaluate how Bilal could respond to the changes in behaviour of the new prisoners.

Refer to Bandura's social learning theory in your answer.

(12)

Banduras social learning theory stats that an individuals behaviour can be influenced by ~~two factors which~~ by over modelling ~~and reinforcement~~. An individual is likely to immitate the behaviour of a role model or someone they look up to (e.g Kids wanting to be like super heroes). It also states that behaviour is influenced by the environment and the people in it. Behaviour can also be influenced by reinforcement which can be a reward for good behaviour or punishment for bad behaviour. Behaviour is also influenced by social factors.

Bilal could respond to these changes by making sure the old prisoners have good behaviour by using positive or negative reinforcement. When the new prisoners ~~see~~ observe the behaviour of the old prisoners they are likely to immitate it. This was seen in Bandruas experiment as the children were only given influence of a film to act violent towards a

bobo doll and the children were given no reward for treating the doll violently. As Bandmras theory states, when the new prisoners are given a positive influence by the old prisoners, they are likely to immitat the behaviour.

As the behaviour of the new prisoners will change when being integrated into the main wing, Bilal could use positive and negative reinforcement to influence and respond to the change in behaviour of the prisoners. If they receive rewards for good behaviour, they will be likely to carry out that action again, and when the prisoners are punished for negative behaviour it is likely that they wont repeat the action again.

The following response received 3 marks.

The learner has identified some elements of Bandura's experiment. An attempt is made to apply these to the scenario. Isolated points place this in mark band 1.

12 Evaluate how Bilal could respond to the changes in behaviour of the new prisoners.

Refer to Bandura's social learning theory in your answer.

(12)

Bandura's social learning theory shows that people will immitate the behaviour they observe happening around them so then Bilal can then expect that the new prisoners will begin to change their behaviour to be simular to the prisoners that are already in the main wing and respond effectively. Bilal could then treat them the same as the original prisoners and discipline them that way using the original prisoners as role models.

Summary

Based on their performance on this paper, in future learners should:

Knowledge

- Ensure that they have thorough knowledge of all theories contained within the specification.
- Review the specification to ensure that all key areas have been revised.
- Be aware that all elements of the specification will be assessed during the lifetime of the qualification

Exam Technique

- Read each question thoroughly to ensure they are aware of what is being asked of them.
- Where a question asks for a specific theory, be sure to include that theory.
- Check the marks available for each question, ensuring that responses given are sufficiently detailed to meet the level of demand. For example, a 3 mark question will require an identification, an explanation and a further expansion in order to receive all three marks.
- Study the command words and be familiar with their expectations. For example, describe and explain command verbs require an identification of a principle plus an expansion or an illustration. State and name command verbs only require a one- or two-word response.
- Avoid repeating information from the question in their answer
- For longer answers, plan out the answer before writing it. Ensure that the principle or theory is explained before applying it to the scenario.
- Be aware that, for 6-, 9- and 12-mark questions, answers which do not refer to the scenario will be limited to mark band 1.
- When answering questions that ask the learner to apply a theory, remember it is the findings of the theory that must be linked to the context of the scenario.

Further Support

The following resources are designed to support delivery of Unit 2:

Sample Assessment Material / Additional Sample Assessment Material

(https://qualifications.pearson.com/en/qualifications/btec-nationals/uniformed-protective-services-2020.coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments)

Additional Guidance

(https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/uniformed-protective-services/2020/teaching-and-learning-materials/btec-nationals-uniformed-public-services-unit-2-additional-guidance.pdf)

Glossary of Terms

(https://qualifications.pearson.com/en/qualifications/btec-nationals/uniformed-protective-services-2020.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials)

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom